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ABSTRACT

This document addresses the 2000 institutional effectiveness report for Contra Costa Community College District. The document discusses the following ten indicators which are directly aligned with Partnership for Excellence (PFE) 2005-2006 Goals: (1) Student Goal Attainment; (2) Course Success/ Persistence/ Retention Rates; (3) Certificate/ Degree Completion Numbers/ Rates; (4) Placement Number/ Rate in Workforce; (5) Transfer: Who are Eligible, Who Transfer, and Performance After Transfer; (6) Success in Subsequent Related Course Work; (7) Demonstration of Critical Literacy Skills (General Education Outcomes); (8) Responsiveness to the Community; (9) Participation Rate in Service Area; and (10) Correspondence of Fiscal Expenditures and Board Values. For certain measures, the results for the 2002 academic year are compared with results from 1995-1996, 1996-1997, 1997-1998, and 1998-1999 statistics. Since each community college within the district serves a unique purpose, the results for indicators are reported separately based on the school district in addition to a report of indicator results for the whole district. The findings are descriptive only and an interpretive context is needed to further evaluate and explain findings. The document contains three appendices, which provide statewide percent change improvement needed to achieve Partnership for Excellence Goals by Year 2005-06. (MZ)

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The Colleges of Contra Costa

pathways to success

Contra Costa Community College District

INSTITUTIONAL EFFECTIVENESS REPORT

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June 2001

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PREFACE

Institutional Effectiveness Indicators: Report 2000

At its meeting of May 28, 1997, the Board approved the concept of developing institutional effectiveness indicators by which the Contra Costa CCD would begin to gauge its overall performance. The Board also directed the Chancellor to put such a system together. This presentation is the second annual update to the Board on these accountability measures.

Background

Shortly after the Board established its indicators, the Chancellor met with the leadership of CCCCD to discuss how best to implement this charge. Suggestions made at this conference were taken up by an ad hoc advisory group of constituent representatives. Over twelve meetings, this group considered not only technical considerations, but also the proper use of the report. The advisory group's specifications for operationalizing CCCCD's effectiveness indicators are used in this report. Their caveats about institutional reports of this sort are:

1. Institutional effectiveness indicators help CCCCD to gauge how its **collective performance** aligns with districtwide missions, goals, and standards.

2. Because each of the colleges serve unique communities, each has different challenges. These will be reflected in the institutional effectiveness indicator report.

3. Findings are descriptive only, an interpretive context is needed to further evaluate and explain findings.

4. Systematic information development is a dynamic process. This report will evolve with the needs of CCCCD. As relevant additional data elements are developed and become available, they will be included with each edition to provide a richer profile of CCCCD's performance.

Focus of Report 2000

Because many of CCCCD's institutional effectiveness indicators are directly aligned with **Partnership for Excellence** (PFE) 2005-06 Goals, both are included in this report to provide the reader a convenient tool for comparison.

The PFE programs and projects have been developed to improve performance in five targeted areas. These programmatic initiatives, their expected outcomes, and the PFE areas they address are briefly described in Appendix B.

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Relation of District Institutional Effectiveness Indicators to State Partnership for Excellence (PFE) Goals

1. Student Goal Attainment
   No Corresponding PFE Goal.

2. Course Success/Persistence/Retention Rates
   PFE Goal 3: Increase in Successful Course Completion Rate.
   PFE Goal 4: Increase in Successful Course Completion of Vocational Education Courses.

3. Certificate/Degree Completion Numbers/Rates
   PFE Goal 2: Increase in Number of AA/AS Degrees and Certificates Awarded.

4. Placement Number /Rate in the Workforce
   No Corresponding PFE Goal.

5. Transfer: Number Who are Eligible, Who Transfer, and Performance after Transfer
   PFE Goal 1: Increase in Number of Transfer Students.

6. Success in Subsequent Related Course Work
   PFE Goal 5: Increase in Number of Students Who Complete Course Work at Least One Level Above their Prior Basic Skills Enrollment.

7. Demonstration of Critical Literacy Skills (General Education Outcomes)
   No Corresponding PFE Goal.

8. Responsiveness to Community: Client/Employee Assessment
   No Corresponding PFE Goal.

9. Participation Rate in Service Area
   No Corresponding PFE Goal.

10. Correspondence of Fiscal Expenditures and Board Values
    No Corresponding PFE Goal.

EFFECTIVENESS INDICATOR 1:

Student Goal Attainment

Definition: The completion of educational objectives set by each student.

Measures: Number and percent of students who attain their educational objective.

Categories:

- Transfer eligibility
- AA/AS Degree
- Certificate of Achievement
- Job Skills Development
- Improved Basic Skills
- Personal Development/Enrichment

Comments/Analysis:

Assisting students in reaching their educational goals—whatever they may be—is one of the most important services a community college provides—and one of the most difficult to track. Although educational objective data are captured by the District's information system, it is currently not updated after the student's first semester. Determining the validity of these data is a challenge as students frequently change their educational objectives once their college experience makes them aware of new career choices or talents they did not know they had. Many students, for example, state their goal as AA/AS degree because they think that is what they are supposed to say. In addition, some Financial Aid options require students to declare specific goals when the actual intent of the learner might be different. Students are continually reassessing their views and judgments as they learn more about themselves and society. These self-assessments and the dramatic changes that follow often invalidate first-semester educational objective data.

College deans, planners, researchers, and faculty recognize the need to obtain valid measures of educational objectives. Renewed advising/counseling arrangements are helping to ensure that students will update their educational plans and objectives in view of their academic performance, college experiences, and new assessments. By this report next year, a study will be collaboratively designed and conducted to provide measures of student goal attainment.

EFFECTIVENESS INDICATOR 2:

Course Success Rate/Persistence/Retention

PFE Goal 3:

Increase in Successful Course Completion Rate

PFE Goal 4:

Increase in Successful Course Completion of Vocational Education Courses

Successful Course Completion Rates for Transfer, Basic Skills, and Vocational Education Courses[1]

	1995-96	1996-97	1997-98	1998-99	95/96-98/99
CCCCD	% Successful	% Successful	% Successful	% Successful	**% Change**
Transfer	70.2	69.6	70.1	71.8	**2.3**
Basic Skills	60.3	59.7	59.3	63.2	**4.8**
Voc. Ed.	80.2	80.3	81.0	81.1	**1.1**
Contra Costa					
Transfer	67.5	70.2	72.3	73.9	**9.5**
Basic Skills	55.1	54.4	54.2	56.9	**3.3**
Voc. Ed.	82.1	82.8	81.4	82.0	**-0.1**
Diablo Valley					
Transfer	71.0	70.1	70.2	71.9	**1.3**
Basic Skills	64.8	65.0	64.9	67.5	**4.2**
Voc. Ed.	83.7	84.9	83.9	81.9	**-2.5**
Los Medanos					
Transfer	69.6	67.0	67.0	69.1	**-0.7**
Basic Skills	61.0	57.9	50.8	64.7	**6.1**
Voc. Ed.	76.9	75.6	78.7	80.0	**4.0**

Comments/Analysis:

Districtwide, the percent of students who successfully complete their coursework (i.e., a grade of "C" or better) continues to improve for each instructional area. Across the colleges, the successful course completion rates for 1998-99 vary from 57-82% with Vocational Education students having the highest such rate. At each college, students in Basic Skills courses made the largest gain for the 1995-96 to 1998-99 period. This was especially the case for LMC. Contra Costa showed the highest gain in successful course completion rates for Transfer instruction. The negative percentage changes observed over this four-year period for Vocational Education at CCC/DVC and for Transfer Education at LMC do not indicate a negative trend.

Especially noteworthy are the findings that most students in the areas of Vocational and Transfer Education – 69-82% – are successfully completing their courses and that rate changes from 1997-98 to 1998-99 for these areas were positive. Indeed, from 1997-98 to 1998-99, all rate changes but one were positive, with LMC showing an impressive 27.4% positive gain in the Basic Skills area.

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[1] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data**, Chancellor's Office, California Community Colleges, July 2000.

Successful Course Completion Rates for CCCCD Compared with Average Such Rates of Bay 10, Multi-College* Districts, and System[1]

Type Course	1995-96	1996-97	1997-98	1998-99	95/96-98/99
Transfer Courses	% Successful	% Successful	% Successful	% Successful	% Change
CCCCD	70.2	69.6	70.1	71.8	**2.3**
Bay 10	69.6	70.3	71.5	71.4	**2.6**
Multi-College	68.1	67.7	68.3	68.7	**0.9**
Systemwide	68.3	68.3	68.7	68.7	**0.6**
Basic Skills					
CCCCD	60.3	59.7	59.3	63.2	**4.8**
Bay 10	62.0	61.0	60.3	59.7	**-3.7**
Multi-College	60.8	59.8	58.5	58.6	**-3.6**
Systemwide	60.3	59.5	59.0	59.0	**-2.2**
Vocational Education					
CCCCD	80.2	80.3	81.0	81.1	**1.1**
Bay 10	78.7	76.4	75.2	78.7	**0.0**
Multi-College	77.6	75.1	75.5	76.5	**-1.4**
Systemwide	77.2	76.4	77.2	77.2	**0.0**

Comments/Analysis:

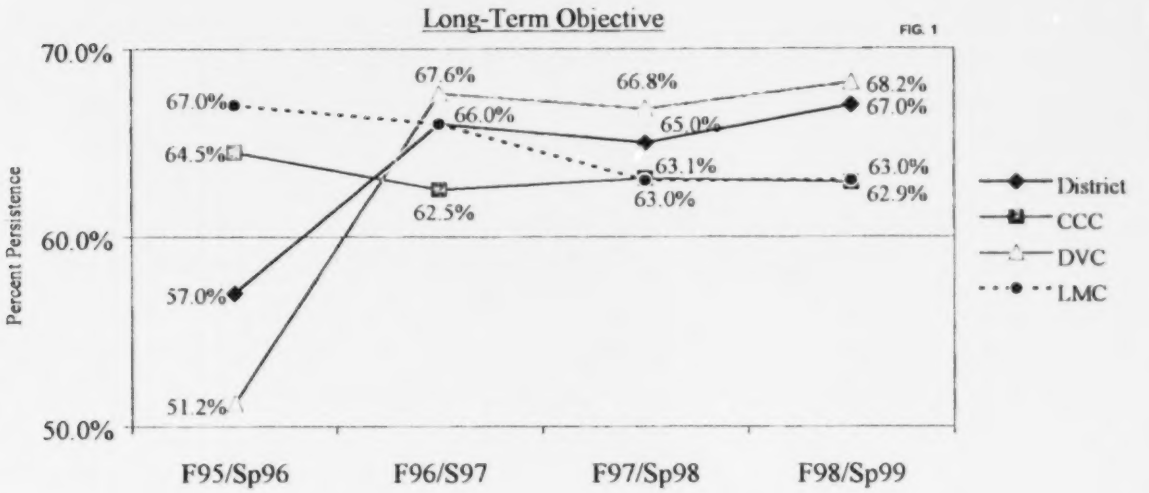
CCCCD's successful course completion rates compare favorably with the average rates of other institutional benchmarks: the Bay Area's ten community college districts, multi-college community college districts in the state, and the California Community College System. If CCCCD is comparable to these institutions and is performing similarly in relevant areas, then CCCCD should yield comparable results. The findings reported here are consistent with this position. Some slight differences exist, however, that reflect favorably on CCCCD's performance.

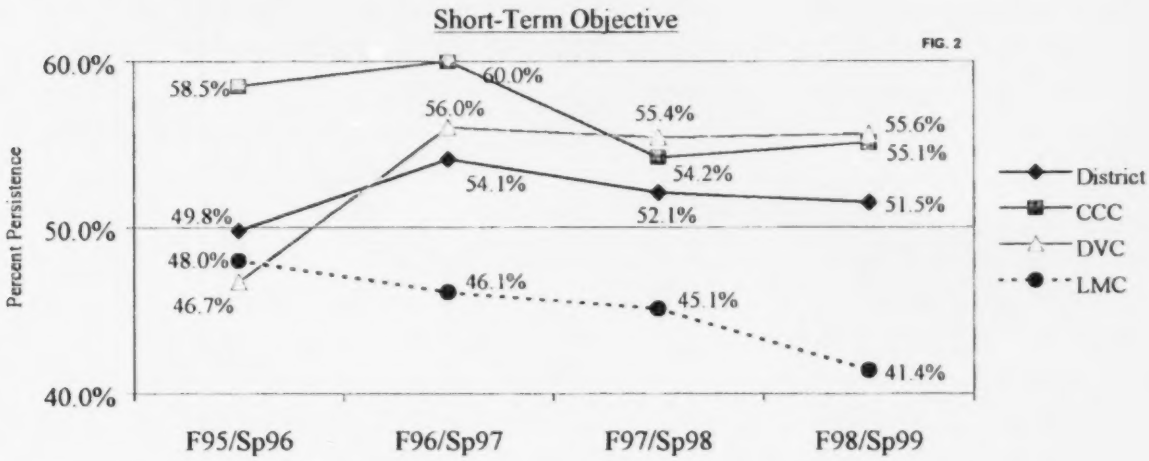
For 1998-99, CCCCD performance rates were highest across the board for Transfer, Basic Skills, and Vocational Education coursework. Relatedly, CCCCD had the largest gains in these three instructional areas for the 1995-96 to 1998-99 period. In the Basic Skills and Vocational Education areas, CCCCD success rates were improving during this four-year period while those of other institutions were not. Additionally, CCCCD's positive rate changes for Transfer and Basic Skills courses for the 1997-98 to1998-99 period were relatively greater than the same rates for other institutions.

* Los Angeles which has nine colleges has been excluded from the Multi-College analysis. Its funding and performance patterns tend to be atypical and its inclusion would invalidate comparative analysis.

[1] Based on **System Performance on Partnership for Excellence Goals. District and College Baseline Data,** Chancellor's Office, California Community Colleges, July 2000. See Appendix C for specification of Bay 10 and Multi-College districts.

Fall-to-Spring Semester Persistence Rates for Students with Long-Term and Short-Term Objectives[1]





Comments/Analysis:

For the last three years, the fall-to-spring persistence rates for students with long-term objectives have been over 60% for all of the colleges. For students with short-term objectives, the persistence rates have been over 50% for CCC and DVC. These college differences reflect many factors, including the unique family, workforce, and career demands of students from different service areas.

[1] Persisting students are those who enrolled in the fall semester and re-enrolled in the following spring term. Students with long-term objectives are those who indicated that their educational objectives were to obtain a certificate, General Ed. degree, transfer with an AA/AS or transfer without a degree, or vocational degree. Students with short-term objectives are those who indicated that their educational objectives were to explore career interest, improve basic skills, learn job skills, maintain or update career job skills, and who were undecided about their educational objective.

Course Retention Rates in Credit Courses

	Fall 95	Fall 96	Fall 97	Fall 98	Fall 95-Fall 98
CCCCD vs. Systemwide	% Retention	% Retention	% Retention	% Retention	**% Change**
CCCCD[1]	81.3	80.0	79.1	82.9	**2.0**
Systemwide[2]	84.4	84.5	84.2	n/a	n/a
College Level					
CCC	79.8	80.2	78.8	85.2	**6.8**
DVC	81.8	80.0	79.3	82.4	**0.7**
LMC	82.0	79.2	79.2	81.6	**-0.5**

Comments/Analysis:

Districtwide, 83% or 8 out of 10 students completed the courses in which they enrolled during the fall 1998 semester. This rate is comparable to what was observed for the California Community College System during the Fall 1997 semester, their last available performance record in this area. The positive rate changes from Fall 1997 to Fall 1998 exceeded those from Fall 1995 to Fall 1998 districtwide and at the college level. Noteworthy is CCC's 8.1% gain from Fall 1997 to Fall 1998.

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[1] District figures based on **IT GR03 Reports**.

[2] State rates adapted from **The Effectiveness of California Community Colleges on Selected Performance Measures**, Chancellor's Office, January 1999.

Changes in the Overall Rate of Successful Course Completion Over 1995-96 Performance Levels for Transfer, Basic Skills, and Vocational Education Courses[1]

Type Course/ College	1995-96 Baseline	1997-98 Performance	1998-99 Performance	95/96-98/99	2005-06 Target [2]
Transfer	% Successful	% Successful	% Successful	**% Change**	%
CCC	67.5	72.3	73.9	**9.5**	70.0
DVC	71.0	70.2	71.9	**1.3**	73.5
LMC	69.6	67.0	69.1	**-0.7**	72.1
Basic Skills					
CCC	55.1	54.2	56.9	**3.3**	57.3
DVC	64.8	64.9	67.5	**4.2**	67.0
LMC	61.0	50.8	64.7	**6.1**	63.2
Vocational Education					
CCC	82.1	81.4	82.0	**-0.1**	84.9
DVC	83.7	83.7	81.9	**-2.1**	86.5
LMC	76.9	78.7	80.0	**4.0**	79.7
Total					
CCC	67.2	70.0	71.7	**6.7**	69.7
DVC	72.0	71.3	72.5	**0.7**	74.5
LMC	70.3	68.9	70.8	**0.7**	72.8

Comments/Analysis:

Each college improved its overall successful course completion rate over its 1995-96 performance baseline. Several targeted performance levels for 2005-06 have been achieved: Transfer coursework at CCC, Basic Skills at DVC and LMC, Vocational Education at LMC, and Total coursework at CCC.

All colleges are within reach of achieving the remaining targeted performance levels by 2005-06. From 1997-98 to 1998-99, all but one of the rate changes were positive, with LMC showing an impressive 27.4% positive gain in the Basic Skills area. The negative percentage changes observed for Vocational Education at CCC/DVC and for Transfer Education at LMC are negligible and do not reflect a negative trend. More noteworthy are the findings that 1) most students in these areas – 69-82% – are successfully completing their courses; and 2) that rate changes from 1997-98 to 1998-99 for these areas show improvement.

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[1] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data,** Chancellor's Office, California Community Colleges, July 2000.

[2] Target figures for 2005-06 based on memorandum from State Chancellor's Office on Local Targets for PFE; these were adjusted as specified in the State Chancellor's Consultation Summary, June 2000.

Successful Course Completion Rates for Three Vocational Education Levels

Comparative Rates for CCCCD, Bay 10, Multi-College* Districts, and System[1]

Type Course	1995-96	1996-97	1997-98	1998-99	95/96-98/99
Apprenticeship	% Successful	% Successful	% Successful	% Successful	**% Change**
CCCCD	92.7	90.3	91.0	94.1	**1.5**
Bay 10	88.8	88.3	86.9	88.0	**-0.9**
Multi-College	85.0	86.7	86.9	87.8	**3.3**
Systemwide	67.7	72.1	71.3	71.3	**5.3**
Advanced					
CCCCD	84.8	84.1	85.5	84.7	**-0.1**
Bay 10	80.3	80.5	81.5	80.4	**0.1**
Multi-College	80.6	79.6	79.5	78.0	**-3.2**
Systemwide	80.4	79.7	79.5	79.5	**-1.1**
Introductory					
CCCCD	73.3	73.6	73.6	74.8	**2.0**
Bay 10	73.2	72.4	72.1	72.0	**-1.6**
Multi-College	73.4	72.0	72.0	72.1	**-1.8**
Systemwide	73.1	72.5	73.1	73.1	**0.0**

Comments/Analysis:

CCCCD's successful course completion rates for its three Vocational Education coursework levels compare favorably with the average such rates of other institutional benchmarks: the Bay Area's ten community college districts, multi-college community college districts in the state, and the California Community College System. Other things being equal, if CCCCD is comparable to these institutions and is performing similarly in relevant areas, then CCCCD should yield comparable results. The findings reported here are consistent with this position.

Some differences exist, that reflect favorably on CCCCD's performance. For 1998-99, performance rates were relatively higher than those of other institutions in all three Vocational Education levels, with the Apprenticeship level showing the greatest performance difference. Relatedly, CCCCD achieved the largest gains in the Apprenticeship and Introductory levels for the 1995-96 to 1998-99 period. In the Introductory level, districtwide the success rates were improved during this four-year period while those of other institutions did not. CCCCD's high course retention rates are leading to highly successful course completion rates.

* Los Angeles which has nine colleges has been excluded from the Multi-College analysis. Its funding and performance patterns tend to be atypical and its inclusion would invalidate comparative analysis.

[1] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data,** Chancellor's Office, California Community Colleges, July 2000. See Appendix C for specification of Bay 10 and Multi-College districts.

Course Retention Rates for Three Vocational Education Levels

Comparative Rates for CCCCD, Bay 10, Multi-College* Districts, and System[1]

Type Course	1995-96	1996-97	1997-98	1998-99	95/96-98/99
Apprenticeship	% Retention	% Retention	% Retention	% Retention	**% Change**
CCCCD	95.2	91.8	93.7	96.8	**1.7**
Bay 10	96.1	94.9	95.1	95.3	**-0.8**
Multi-College	94.6	95.0	94.1	94.5	**-0.1**
Systemwide	96.5	95.4	95.5	95.5	**-1.0**
Advanced					
CCCCD	91.6	90.8	91.8	91.6	**0.0**
Bay 10	89.1	88.9	89.3	88.3	**-0.9**
Multi-College	89.0	88.5	88.5	87.5	**-1.7**
Systemwide	88.8	88.5	88.5	88.5	**-0.3**
Introductory					
CCCCD	84.9	85.0	85.0	87.2	**2.7**
Bay 10	85.7	85.4	85.3	84.1	**-1.9**
Multi-College	85.4	84.7	84.4	84.3	**-1.3**
Systemwide	85.3	85.2	85.4	85.4	**0.1**

Comments/Analysis:

CCCCD's successful course retention rates for its three Vocational Education coursework levels compare favorably with the average such rates of other institutional benchmarks. If CCCCD is comparable and performing similarly to these other institutions in relevant areas, it should yield comparable results other things being equal. The findings reported here are consistent with this position.

Some differences exist, that reflect favorably on CCCCD's performance. For 1998-99, CCCCD's performance rates were relatively higher than those of other institutions in all three Vocational Education levels, with the Advanced level showing the greatest performance difference. Relatedly, CCCCD achieved the largest gains in the Apprenticeship and Introductory levels for the 1995-96 to 1998-99 period. At all Vocational Education levels, CCCCD's course retention rates were improving during this four-year period or being maintained while those of other institutions were not.

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* Los Angeles which has nine colleges has been excluded from the Multi-College analysis. Its funding and performance patterns tend to be atypical and its inclusion would invalidate comparative analysis.

[1] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data,** Chancellor's Office, California Community Colleges, July 2000. See Appendix C for specification of Bay 10 and Multi-College districts.

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Changes in the Number of Successfully Completed Introductory, Advanced, and Apprenticeship Level Vocational Education Courses (# Success) Over 1997-98 Totals [1]

Type Course/Campus	1997-98 Success	1998-99 Performance	% Change	2005-06 Target [2]
Apprenticeship	#	#	%	#
CCC	70	60	**-14.3**	95
DVC	967	952	**-1.6**	1,311
LMC	n/a	n/a	**n/a**	n/a
CCCCD	**1,038**	**1,012**	**-2.5**	**1,406**
Advanced				
CCC	909	1,009	**11.0**	1,233
DVC	1,906	2,132	**11.9**	2,584
LMC	3,876	3,818	**-1.5**	5,256
CCCCD	**6,691**	**6,959**	**4.0**	**9,073**
Introductory				
CCC	4,700	4,623	**-1.6**	6,373
DVC	14,409	16,265	**12.9**	19,538
LMC	7,794	7,778	**-0.2**	10,569
CCCCD	**26,903**	**28,666**	**6.6**	**36,480**
Total				
CCC	5,679	5,692	**0.2**	7,701
DVC	17,282	19,349	**12.0**	23,433
LMC	11,670	11,596	**-0.6**	15,825
CCCCD	**34,631**	**36,637**	**5.8**	**46,959**

Comments/Analysis:

CCCCD and DVC will very likely reach their 2005-06 targets for Advanced/Introductory Level, and Total Vocational Educational courses if their rate of progress in these areas continues. CCC appears on schedule to reach its Advanced level 2005-06 goal and its Apprenticeship target is achievable given that it is only 25 successful cases from its current performance target. Likewise, LMC will be able to accomplish its goals as long as the slightly negative, single year comparison does not become a trend.

[1] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data**, Chancellor's Office, California Community Colleges, July 2000.

[2] Target figures for 2005-06 based on memorandum from State Chancellor's Office on Local Targets for PFE, these were adjusted as specified in the State Chancellor's Consultation Summary, June 2000.

EFFECTIVENESS INDICATOR 3:

Certificate/Degree Completion Rate/Numbers

PFE Goal 2:

Increase in Number of AA/AS Degrees and Certificates Awarded

Number of Degrees and Certificates Awarded[1]

	1995-96		1996-97		1997-98		1998-99		95/96-98/99	Total 95/96-98/99	
CCCCD	#	(%)	#	(%)	#	(%)	#	(%)	% Change	#	(%)
Degrees	1,250	(70%)	1,411	(70%)	1,349	(75%)	1,390	(72%)	**11.2**	5,400	(72%)
Certificates	533	(30%)	595	(30%)	450	(25%)	529	(28%)	**-0.8**	2,107	(28%)
Total	**1,783**		**2,006**		**1,799**		**1,919**		**7.6**	**7,507**	
CCC											
Degrees	297	(63%)	311	(66%)	277	(68%)	315	(68%)	**6.1**	1,200	(66%)
Certificates	173	(37%)	161	(34%)	130	(32%)	145	(32%)	**-16.2**	609	(34%)
Total	**470**		**472**		**407**		**460**		**-2.1**	**1,809**	
DVC											
Degrees	716	(73%)	866	(75%)	853	(80%)	840	(77%)	**17.3**	3,275	(76%)
Certificates	271	(27%)	282	(25%)	219	(20%)	256	(23%)	**-5.5**	1,028	(24%)
Total	**987**		**1,148**		**1,072**		**1,096**		**11.0**	**4,303**	
LMC											
Degrees	237	(73%)	234	(61%)	219	(68%)	235	(65%)	**-0.8**	925	(66%)
Certificates	89	(27%)	152	(39%)	101	(32%)	128	(35%)	**43.8**	470	(34%)
Total	**326**		**386**		**320**		**363**		**11.4**	**1,395**	

Comments/Analysis:

Over the 1995-96 to 1998-99 period, there were 7,507 awards distributed districtwide, with over two-and-half times as many degrees (72%) as certificates (28%). There was an 11.2% increase in the number of degrees awarded in 1998-99 over the number awarded in 1995-96. CCC and DVC contributed significantly to this positive change. For this same period, the change in the number of certificates CCCCD awarded was slightly negative, reflecting a difference of four certificates. LMC's large positive gain in the number of certificates awarded compensated for negative changes.

With one exception, there were positive gains from 1997-98 to 1998-99 for both degrees and certificates at all of the colleges. As each of the colleges strives to address the unique needs of its service area some trends may be emerging.

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[1] Based on **Report on Transfers and Degrees and Certificates Awarded,** Chancellor's Office, California Community Colleges, February 2000

Changes in the Number of Degrees and Certificates Awarded Over 1997-98 Totals[1]

Type of Award. Campus	1997-98		1998-99		97-98/98-99	2005-06 Target[2]	
AA/AS	#	(%)	#	(%)	% Change	#	(%)
CCC	227	(17%)	315	(23%)	**38.8**	379	(21%)
DVC	853	(66%)	840	(60%)	**-1.5**	1,166	(63%)
LMC	219	(17%)	235	(17%)	**7.3**	299	(16%)
CCCCD	**1,299**		**1,390**		**3.0**	**1,844**	
Certificate							
CCC	130	(29%)	145	(27%)	**11.5**	177	(29%)
DVC	219	(49%)	256	(48%)	**16.9**	300	(49%)
LMC	101	(22%)	128	(24%)	**26.7**	138	(22%)
CCCCD	**450**		**529**		**17.6**	**615**	
Total							
CCC	407	(23%)	460	(24%)	**13.0**	556	(23%)
DVC	1,072	(60%)	1,096	(57%)	**2.2**	1,466	(60%)
LMC	320	(18%)	363	(19%)	**13.4**	437	(18%)
CCCCD	**1,799**	*	**1,919**		**6.7**	**2,459**	*

Comments/Analysis:

CCCCD showed a 6.7% increase in its total number of awards over the 1997-98 performance baseline. Overall, DVC is maintaining its relatively high performance level, while CCC and LMC are showing dramatic positive gains. This, of course, reflects differences in the size of their respective student populations: the same numerical increase in awards will yield larger percentage gains at CCC or LMC than at DVC.

CCCCD, CCC, and LMC will reach their 2005-06 targets if their award levels continue their current rate of growth. Given its productive track record, DVC will very likely reach its 2005-06 targets, but this cannot be projected on the basis of its performance in this area for the 1997-98 to 1998-99 period. It should be noted that it is too soon to forecast with only a one-year performance record. The State has set a substantially larger 2005-06 target for DVC than for CCC and LMC because of DVC's larger award production in 1997-98. Given that an award requires a long-term commitment of time and resources on the part of the student and college, DVC will have the greater challenge in meeting its 2005-06 target than CCC and LMC.

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[1] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data**, Chancellor's Office, California Community Colleges, July 2000.

[2] Target figures for 2005-06 based on memorandum from State Chancellor's Office on Local Targets for PFE, these were adjusted as specified in the State Chancellor's Consultation Summary, June 2000.

* Percent figures do not add up to 100% due to rounding error.

Number of Degrees/Certificates Awarded by CCCCD Compared with Average Number of Awards by Bay 10 and Multi-College Districts[1]

	1995-96	1996-97	1997-98	1998-99	95/96-98/99	95/96-98/99 Total
Degrees	#	#	#	#	% Change	#
CCCCD	1,250	1,411	1,349	1,390	**11.2**	**4,010**
Bay 10	936	906	815	893	**-4.6**	**2,657**
Multi-College	1,292	1,363	1,384	1,395	**8.0**	**4,038**
Certificates						
CCCCD	533	595	450	529	**-0.8**	**1,578**
Bay 10	381	484	388	468	**22.8**	**1,253**
Multi-College	544	568	535	568	**4.4**	**1,647**
Degrees & Certificates						
CCCCD	1,783	2,006	1,799	1,919	**7.6**	**5,588**
Bay 10	1,316	1,390	1,204	1,361	**0.0**	**3,910**
Multi-College	1,836	1,931	1,918	1,963	**6.9**	**5,685**

Comments/Analysis:

CCCCD's increase in number of degrees and certificates awarded compares favorably with the average of other institutional benchmarks. Other things being equal, if CCCCD is comparable and performing similarly to these other institutions in all relevant areas, it should yield comparable results. The findings reported here for multi-college districts are consistent with this position. Specifically, the total number of awards and percent change in award levels are more similar for CCCCD and other multi-college districts than for the Bay 10.

Two factors affect the number of degrees awarded. CCCCD does not automatically grant degrees or certificates once course work is completed unless the student requests the award. Some students may be made ineligible for financial aid once he or she obtains an award. Also, a majority of students transfer without completing the health and PE requirements for the AA degree. Students don't need these courses for transfer, so most transfer students don't bother with getting their AA degree.

[1] Based on **Report on Transfers and Degrees and Certificates Awarded,** Chancellor's Office, California Community Colleges, February 2000. See Appendix C for specification of Bay 10 and Multi-College districts.

EFFECTIVENESS INDICATOR 4:

Placement Numbers/Rate in the Work Force

Definition: Students who become employed after having taken one or more courses.

Measures:

a. Number and percent of students, affiliated with a particular vocational educational or certificate program and a specific entering class, that become employed in a line of work requiring some or all of the training received.

b. Number and percent of students, entering in a given year, who took one or more vocational educational courses and who became employed whether or not related to training received.

Comments/Analysis:

In the last several years, working with program advisory committees, faculty and staff have made significant changes to the curricula of Vocational Education and certificate programs. With the advent of Cal Works and new workforce demands, there has been an array of changes to related program curriculum frameworks, course syllabi, instructional materials, standards, personnel, community relations, and type of students needing to be served. With these changes in place, CCCCD will collaboratively design and implement, over the next year, an employer follow-up process to determine satisfaction level with CCCCD's students and obtain feedback for on-going occupational curriculum updates. Results will be available for the next Institutional Effectiveness Indicator report.

EFFECTIVENESS INDICATOR 5:

Transfer: Number Eligible, Number Who Transfer, and Performance After Transfer

PFE Goal 1:

Increase in Number of Transfer Students

Number of Transfers for CCCCD Compared with Average Number of Transfers for Bay 10, Multi-College* Districts, and System[1]

	1995-96	1996-97	1997-98	1998-99	95/96-98/99
University of California	#	#	#	#	% Change
CCCCD	511	538	519	541	**5.9**
Bay 10	218	209	217	206	**-5.5**
Multi-College	261	251	247	239	**-8.4**
California State University					
CCCCD	1,650	1,538	1,396	1,375	**-16.7**
Bay 10	891	882	783	788	**-11.6**
Multi-College	1,204	1,214	1,132	1,107	**-8.1**

Comments/Analysis:

CCCCD shows a 5.9% gain in its UC transfers over 1995-96 levels, whereas the Bay 10 and other multi-college districts show small negative changes in the number of students they send to UC. CCCCD and other institutions show small to moderate negative changes in their number of CSU transfers over a four-year period. The decline in CSU transfers each year since 1995-96 for each system suggests a possible trend that may warrant further analysis.

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* Los Angeles which has nine colleges has been excluded from the Multi-College analysis. Its funding and performance patterns tend to be atypical and its inclusion would invalidate comparative analysis.

[1] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data,** Chancellor's Office, California Community Colleges, July 2000. See Appendix C for specification of Bay 10 and Multi-College districts.

Changes in the Number of Students Who Transfer to UC and CSU Over 1997-98 Levels[1]

	1995-96 Transfers	1998-99 Transfers	95/96-98/99	2005-06 Target [4]
UC Transfers	#	#	**% Change**	#
CCC	48	49	**2.1**	64
DVC	436	470	**7.8**	581
LMC	27	22	**-18.5**	36
CCCCD	**511**	**541**	**5.9**	**681**
CSU Transfers				
CCC	193	188	**-2.6**	255
DVC	1,296	1,033	**-20.3**	1,711
LMC	161	154	**-4.4**	212
CCCCD	**1,650**	**1,375**	**-16.7**	**2,178**

Comments/Analysis:

CCCCD had a 5.9% increase in UC transfers and a 16.7% decline in CSU transfers over its 1995-96 baseline With one exception, the negative changes observed are negligible given the relatively small numbers involved. At its current rate of progress in this area, the CCCCD will very likely meet its 2005-06 target for UC transfers but not for CSU. To meet its CSU target, CCCCD will have to increase the number of CSU transfers by 115 each year for the next seven years.

The colleges are aware of this challenge. They have reconfigured their Transfer Center activities with instruction and student services to strengthen their support of transfer-bound students. PFE funds have helped to enhance and continue these initiatives.

Changes in transfer totals can reflect many factors, including: the increasing number of options for students to transfer to institutions other than UC or CSU; the growing number of popular majors that do not have openings at UC/CSU and that prevent CCCCD students from transferring to these institutions; the increasing number of attractive job opportunities; the relatively high housing costs in communities surrounding many UC/CSU campuses; and the impact of Proposition 209.

[1] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data,** Chancellor's Office, California Community Colleges, July 2000.

[4] Target figures for 2005-06 based on August 31, 1999 memorandum from State Chancellor's Office on Local Targets for PFE.

Changes in the Number of Students Who Came Transfer Prepared[1] Over 1997-98 Levels

	1997-98	1998-99	% Change	2005-06 Target[2]
	# Transfer Prepared	# Transfer Prepared	%	#
CCC	429	387	**-9.8**	545
DVC	2,153	1,906	**-11.5**	2,736
LMC	400	357	**-10.8**	508
CCCCD	**2,982**	**2,650**	**-11.1**	**3,789**

Comments/Analysis:

As can be seen, CCCCD's transfer prepared students declined by 11.1% over its 1997-98 baseline.

One possible explanation for this decline is that students may be transferring to four-year post-secondary institutions that unlike UC and CSU do not require them to complete 56 units before they can become transfer eligible. Another possibility is that students who would ordinarily be transfer candidates are becoming employed full-time before completion of 56 units.

To meet the PFE goal, CCCCD will have to increase its transfer prepared totals by 163 each year for the next seven years. Student follow-up will occur to determine reasons for the negative changes observed.

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[1] "Transferred Prepared" is defined by the State Chancellor's Office as the number of students who achieved 56 transferable units with a grade-point average of 2.00 within a six-year period.

[2] Target figures for 2005-06 based on August 31, 1999 memorandum from State Chancellor's Office on Local Targets for PFE.

Performance After Transfer

Definition: Performance of transfers in comparison to performance of native students at transfer institution.

Measures:

a) Comparison of CCCCD's UC/CSU transfers with UC/CSU's native students (students who started at CSU) with respect to their GPA.

b) Comparison of CCCCD's UC/CSU transfers with UC/CSU's native students (students who started at CSU) with respect to their persistence rates.

c) Comparison of CCCCD's UC/CSU transfers with UC/CSU's native students (students who started at CSU) with respect to their graduation rates.

Comments/Analysis:

Data on the performance of transfers are not available at this time. Over the last two years, arrangements have been made with UC, CSU, and several private four-year institutions to obtain persistence, performance, and graduation data on CCCCD students who transferred to their campuses between 1993 and 2000. Protocols for this data transference are in place. Presently, said transfer institutions are completing upgrades or replacements of their information systems. As soon as these tasks are complete, the Office of District Research will receive the requested transfer performance data. Next year's report will comment on the evaluation of these data.

The California Postsecondary Education Commission is in the process of obtaining information on community college transfers to private post-secondary institutions. Their findings will be reported on when they become available.

EFFECTIVENESS INDICATOR 6:

Success in Subsequent Related Course Work (Basic Skills, Recommendations, Prerequisites)

PFE Goal 5:

Increase in Number of Students Who Complete Course Work at Least One Level Above their Prior Basic Skills Enrollment

Changes in the Number of Students Successfully Completing Coursework at Least One Level Above Their Prior Basic Skills Enrollment in the Same Area of Study within a Three-Year Period[1] (# Improved)

1996/97 and 1999/00 Cohort Groups, Basic Skills English

	1996/97 # Improved	% of Total Cohort	1999/00 # Improved	% of Total Cohort	# Improved % Change	2005-06 Target [2]
	(a)		(b)		(a vs. b)	
CCC	481	(25.6)	464	(24.2)	-3.5	707
DVC	418	(27.7)	486	(30.1)	1.6	568
LMC	201	(29.5)	113	(23.3)	-43.8	362
CCCCD	1,026		1,063		3.6	1,637

1996/97 and 1999/00 Cohort Groups, Basic Skills Math

	1996/97 # Improved	% of Total Cohort	1999/00 # Improved	% of Total Cohort	# Improved % Change	2005-06 Target
	(a)		(b)		(a vs. b)	
CCC	233	(19.6)	233	(15.5)	-30.9	311
DVC	452	(26.0)	452	(27.2)	7.3	588
LMC	86	(20.3)	86	(8.5)	-70.9	262
CCCCD	771		771		-13.0	1,161

Comments/Analysis:

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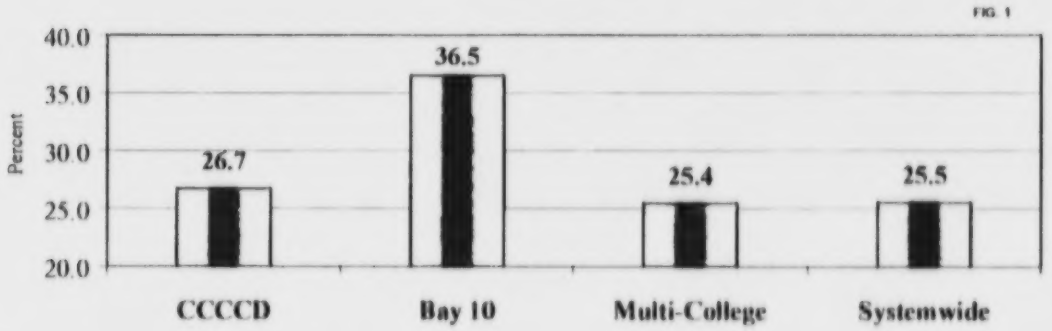
[1] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data**, Chancellor's Office, California Community Colleges, April 2001.

[2] Target figures for 2005-06 based on memorandum from State Chancellor's Office on Local Targets for PFE, these were adjusted as specified in the State Chancellor's Consultation Summary, June 2000.

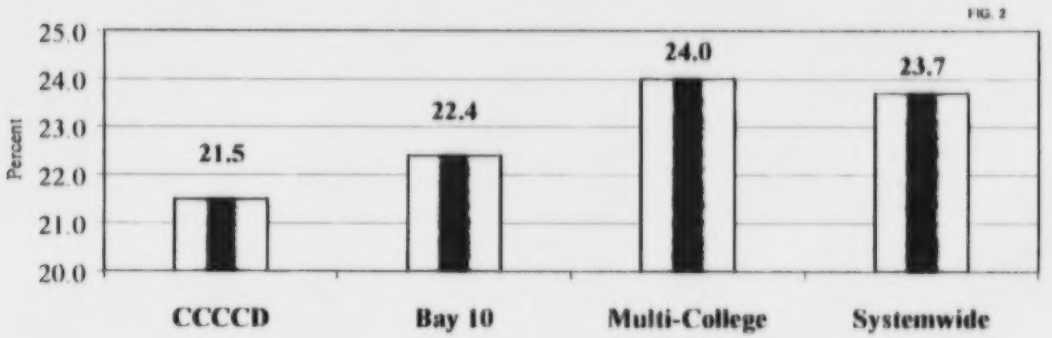
Percent of Students that Completed a Basic Skills Course and then Successfully Completed a Higher Level Pre-College Course in the Same Area of Study within a Three-Year Period, 1996-99

Comparative Rates for CCCCD, Bay 10, Multi-College* Districts, and System[1]

Basic Skills English



Basic Skills Math



Comments/Analysis:

* Los Angeles which has nine colleges has been excluded from the Multi-College analysis. Its funding and performance patterns tend to be atypical and its inclusion would invalidate comparative analysis.

[1] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data,** Chancellor's Office, California Community Colleges, April 2001. See Appendix C for specification of Bay 10 and Multi-College districts.

EFFECTIVENESS INDICATOR 7:

Demonstration of Critical Literacy Skills (General Education Outcomes)

Definition: As noted in the Board minutes of July 21, 1999 this will be developed by the Academic Senate.

Measures: As noted in the Board minutes of July 21, 1999 this will be developed by the Academic Senate.

Comments/Analysis:

Academic Senate is developing both definition and measures for this indicator.

EFFECTIVENESS INDICATOR 8:

Responsiveness to Community: Client/Employee Assessment

Definition: Assessing and responding to the educational needs of the various constituencies in the community served by CCCCD.

"Constituencies" refers here to all individuals and organizations that have a direct and immediate stake in CCCCD's programs/services. These include members of the business, educational, residential, and public service communities.

Measures:

Survey a random sample of each constituent group periodically to assess their needs and satisfaction with District programs/services.

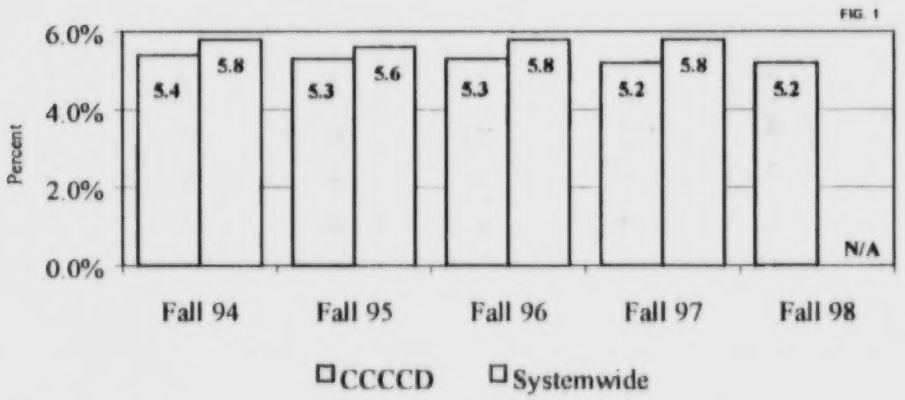
Comments/Analysis:

This indicator calls for further discussion about the needs CCCCD should be serving. How well do our current programs/services address the needs of the community? What is the quality of these services, including their timeliness and responsiveness to community needs? A list of key community representatives has been developed over the past several years. This group and a series of community forums that were held have helped to identify the critical needs that CCCCD should address and has provided feedback on its performance in these areas. CCCCD's newly formed Planning Council and Research Council will develop the research design for evaluating Indicator 8 and results will be available for the next Effectiveness Indicator update report.

EFFECTIVENESS INDICATOR 9:

Participation Rate in Service Area

Percent of County Adult Population[1] Participation in CCCCD Compared with Percent of State Adult Population[2] in California Community Colleges Fall First-Census[3] Headcount



Comments/Analysis:

CCCCD and the California Community College system have comparable adult participation rates. Their rate differences have only varied from 0.3 to 0.6 of a percentage point over a four-year period. This suggests that CCCCD's performance in serving its community is within the performance range of other districts. Full-year rates are not available for the State system.

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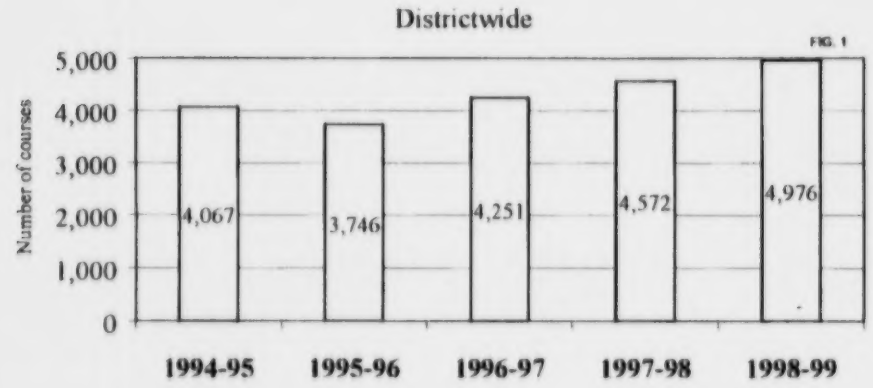
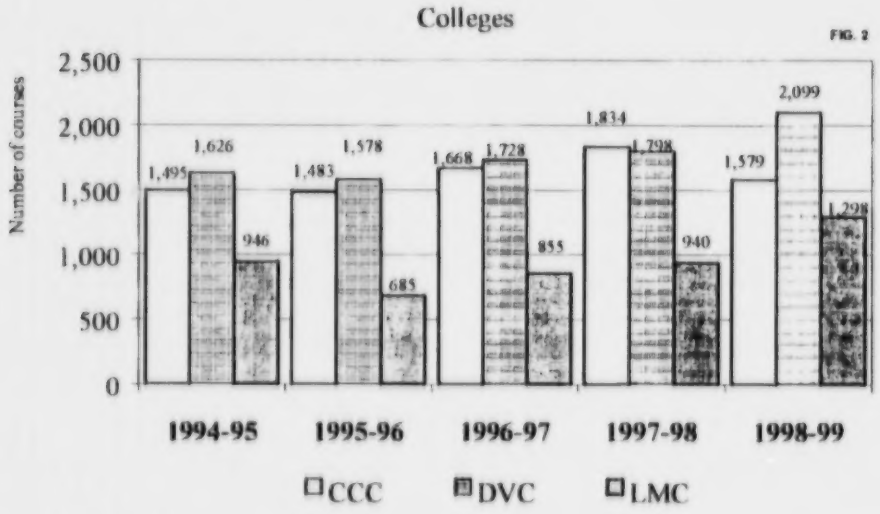
[1] Based on **ABAG Projections 2000 Report.**

[2] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data,** Chancellor's Office, California Community Colleges, July 2000.

[3] Based on fall first-census **IT CR89 Reports,** 1994/95 to 1998/99

Number of Courses Taken by Concurrently Enrolled High School Students, 1994/95 to 1998-99 [1]





Comments/Analysis:

The number of courses taken by concurrently enrolled high school students in CCCCD has increased by 22% over 1994-95 levels. This change reflects an increase of 37% at LMC, 29% at DVC, and 6% at CCC. At both of these colleges, new initiatives have been undertaken in recent years that were designed to enhance their K-12 outreach, articulation, and instructional partnerships.

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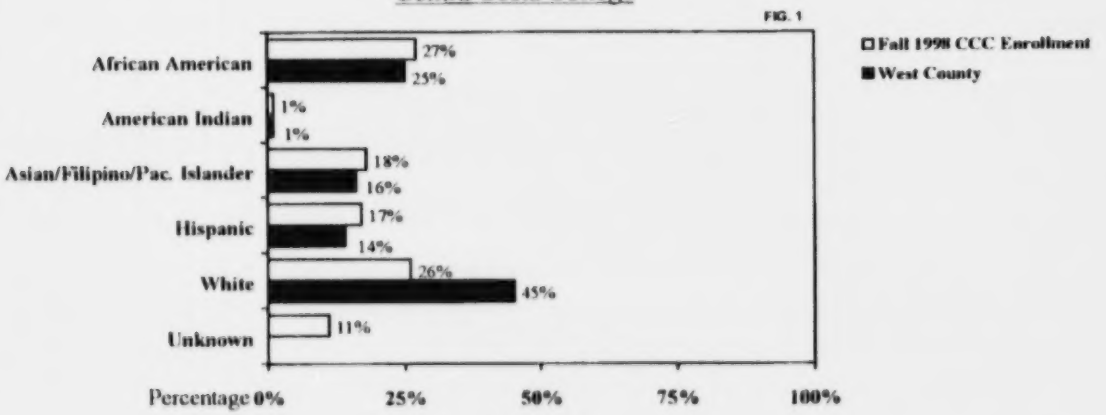
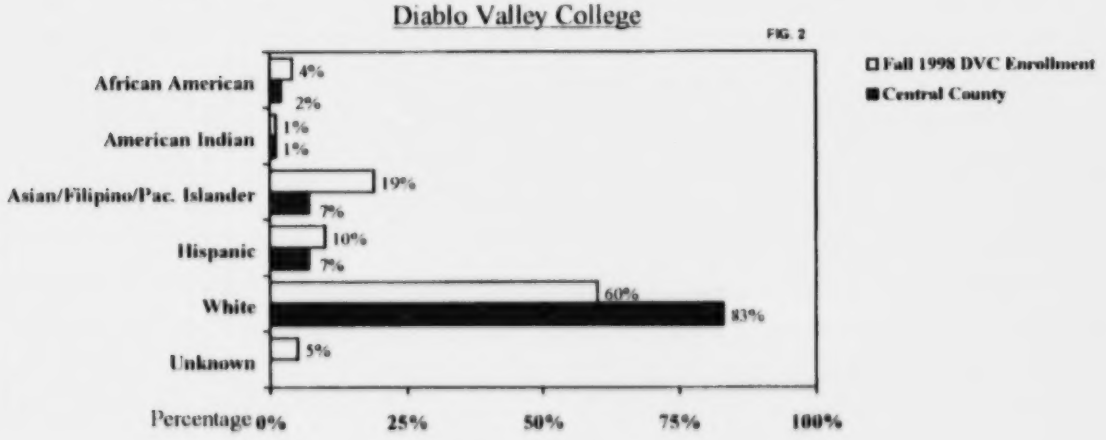
[1] Based on **IT CR89 Reports**, 1994/95 to 1998/99.

Ethnic Composition of Student Population Compared to Service Area Demographics[1]

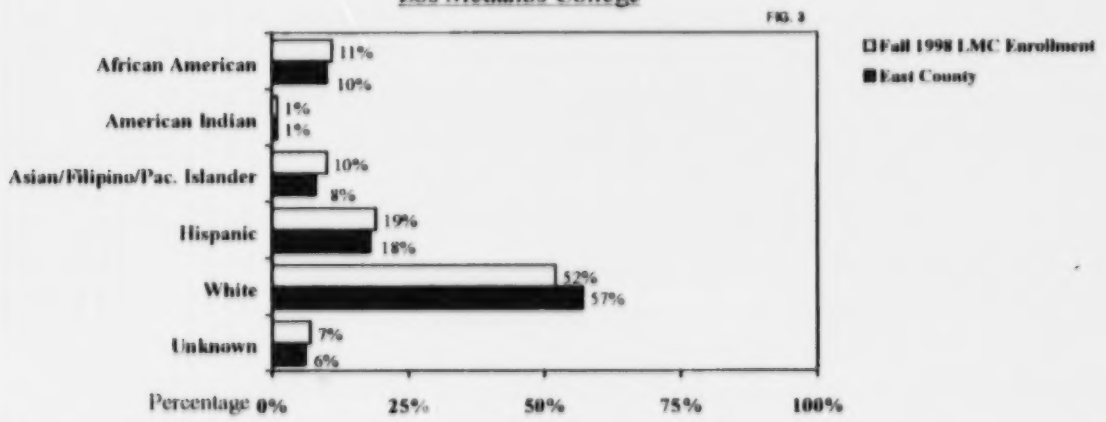
Contra Costa College



Diablo Valley College



Los Medanos College

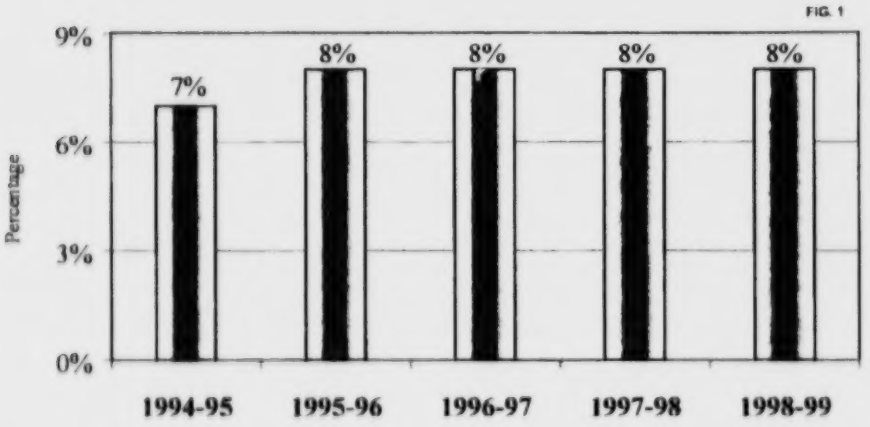


Comments/Analysis:

At each college, ethnic minority students reflect proportionately their representation in the surrounding community with the exception of Asians at DVC.

[1] Student enrollment figures based on **IT RS80 Report, Fall 1998.** County figures based on **1990 Census, County Development Department.**

Percent of County Adult Population[1] Participation in CCCCD[2]
(Fall/Spring Unduplicated Headcount)



Comments/Analysis:

For the last four years, the annual adult participation rate for CCCCD has been eight percent. This is fifty percent greater than what has been observed for the fall semester alone. An estimated eight out of one hundred adults in the county participate in CCCCD's programs and services each year. Comparable data are not available for the State system.

While participation rates have been constant for the 1995-99 period, the county's adult population has increased from 655,080 to 690,840 or by 5.5% and CCCCD's annual unduplicated headcount has increased from 49,666 to 55,788 or by 12.3% for this same period of time.

[1] Based on **ABAG Projections 2000 Report**.
[2] Based on combined total of fall and spring unduplicated headcount contained in **IT CR89 Reports**.

EFFECTIVENESS INDICATOR 10:

Correspondence of Fiscal Expenditures and Board Values

Definition: Correspondence of Fiscal Expenditures and District Mission, Plans, and Goals Actively tie budget to planning and goals.

Measures:

Proportion of CCCCD's budget allocated to Board identified goal areas (e.g., Technology Plan, capital expenditures for instruction and computers). Specifics being developed by the District Office Finance and Administration Division.

Comments/Analysis:

Finance and Administration is conducting an analysis that will be completed by January 1, 2001 to show the following:

1. All restricted fund sources committed to technology planning, acquisition of software and equipment and designated staffing to support use of technology;

2. The 2000-01 Budget for technology planning and acquisition from restricted revenue sources;

3. Listing of topic areas and expenditure budgets to implement the District-wide technology committee plan;

4. Draft District-wide "total cost of ownership" model technology plan to compare current budget effort (both ongoing and one-time State Grant Funds) to a model plan to support appropriate use of technology.

5. Listing of 1999-00 capital expenditures by location

GLOSSARY

1. **Course Success Rate =**
   Number of students receiving a grade of A, B, C, or Credit, divided by number of students receiving a grade of A, B, C, D, F, Credit, No Credit, Incomplete, or Withdraw

2. **Course Retention Rate =**
   Number of students receiving a grade of A, B, C, D, F, Credit, No Credit, Incomplete, divided by number of students receiving a grade of A, B, C, D, F, Credit, No Credit, Incomplete, or Withdraw

3. **Persistence – Long-Term Objectives**
   Persisting students are those who enrolled in the fall semester and re-enrolled in the following spring term. Students with long-term objectives are those who indicated that their educational objectives were to obtain a certificate, a general education degree, a vocational education degree, transfer with an AA/AS, or transfer without a degree.

4. **Persistence – Short-Term Objectives**
   Persisting students are those who enrolled in the fall semester and re-enrolled in the following spring term. Students with short-term objectives are those who indicated that their educational objectives were to explore career interest, improve basic skills, learn job skills, maintain or update career job skills, or those who were undecided about their educational objective.

APPENDIX A

Statewide Percent Change/Improvement Needed to Achieve Partnership for Excellence Goals by Year 2005-06*

Goals	Unit of Measurement	Percent Change	Baseline Year
1. Transfer	No. of Transfer Students		
Overall		33.0	1995/96
UC		33.2	1995/96
CSU		31.9	1995/96
Independent		38.0	1995/96
Transfer Prepared		27.1	1997/98
2. Degrees & Certificates	No. of AA/AS degrees and certificates awarded		
Overall		36.8	1997/98
AA/AS		36.7	1997/98
Certificates		37.0	1997/98
3. Successful Course Completion	Change in Successful Course Completion Rate		
Overall		3.6 (about 2.5 pts.)	1995/96
Transfer		3.6 (about 2.5 pts.)	1995/96
Vocational Education		3.6 (about 2.8 pts.)	1995/96
Basic Skills		3.6 (about 2.5 pts.)	1995/96
4. Workforce Preparation	Course Enrollments		
Apprenticeship Voc. Ed.		35.6	1997/98
Advanced Voc. Ed.		35.6	1997/98
Introductory Voc. Ed		35.6	1997/98
Businesses Benefiting	No. of Businesses	34.6	Not set.
Employees Benefiting	No. of Trainees	35.0	Not set.
Individual Fee-Based Training	No. of Trainees	35.0	Not set.
5. Basic Skills Improvement	Headcount Students	38.9	1995/96

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* Adapted from State Chancellor's Office, **System Performance on Partnership for Excellence Goals,** Appendix D, July 2000.

APPENDIX B

College Partnership for Excellence Projects

Contra Costa College

1. **Linking English for International Students with Early Childhood Education:** Helps provide master writing tutor, small group leaders, and additional course materials to EIS students as part of new delivery format that is more student-centered and responsive to individual learning styles. (2/Degrees/Certificates, 3/Course Completion, 4/Workforce Preparation)*

2. **Transfer/Career Center Outreach Program:** Establishes Transfer/Career Center Outreach Center. (1/Transfer)

3. **Campus-Wide Articulation Program:** Expands the development and management of articulation to better accommodate students in the transfer process. (1/Transfer)

4. **Health, Physical Education, and Athletics:** Creates Collaborative Tutorial Program and Truant Advisor Program. (3/Course Completion)

5. **Math 118 Restructuring and Intensive Course Sections:** Employs additional program coordinator and tutors to provide more individualized instruction to students. (1/Transfer, 2/Degrees/Certificates, 3/Course Completion, 5/ Basic Skills Improvement)

6. **Partial Equipment Support for Basic Skills:** Provides equipment for pre-college level Biological skills and tutorial courses to enhance learning. (1/Transfer, 3/Course Completion, 5/Basic Skills Improvement)

7. **Physics Essential Equipment to Allow Hands on Exploration:** New equipment helps provides hands-on experience with electrical circuits/fundamental mechanics and improves mastery of relevant software. (1/Transfer, 3/Course Completion)

8. **Comprehensive Learning Resource Center/Tutoring for the Health Sciences:** Establishes center to provide comprehensive services, including multi-media resources, for diverse student body. (2/Degrees/Certificates, 3/Course Completion)

9. **Weekend College:** Creates a weekend college modeled after PACE that is responsive to needs of non-traditional students. (1/Transfer, 2/Degrees/Certificates, 3/Course Completion)

10. **Basic Skills Program:** Comprehensive college-wide basic skills program, components include faculty training, a Summer Bridge Program, and campus-wide tutoring. (3/Course Completion, 5/Basic Skills Improvement)

PFE Programs (continued)

Diablo Valley College

1. **PACE Program:** Institutionalizes and expands program. (1/Transfer, 2/Degrees/Certificates, 3/Course Completion

2. **Service Learning Program:** Establishes 10 service-learning courses. **(1/Transfer, 5/Basic Skills Improvement)**

3. **Career/Transfer Center for Expanded Services:** Provides for additional career and transfer classes, workshops, activities and integration of these. (1/Transfer, 2/Degrees/Certificates, 3/Course Completion)

4. **Relations with Schools Office:** Creates office to coordinate and expand outreach and articulation with K-12. (1/Transfer, 2/Degrees/Certificates, 4/Workforce Preparation)

5. **Multi-Media Lab Staff Support:** Increases multi-media offering to 30 **sections by Spring 2001. (2/Degree/Certificates)**

6. **Tutoring Program:** Expands tutoring services in the Physical and Biological sciences, develops college-wide plan for tutorial services. (1/Transfer, 2/Degrees/Certificates, 3/Course Completion)

7. **Fostering Learning Communities:** Plans and develops new learning communities, allowing for involvement of part-time faculty. (1/Transfer, 2/Degrees/Certificates, 3/Course Completion)

8. **First-Year/First-Semester Experience:** Develops plan and activities to ensure successful first-year experience. (2/Degrees/Certificates, 3/Course Completion)

9. **Connected Learning Communities (CLCS):** Establishes support system for web-based and web-enhanced courses leading to a series of CLCS. (1/Transfer, 2/Degrees/Certificates, 3/Course Completion, 5/Basic Skills Improvement)

10. **CNT Lab Computer:** Enables three new certificates - Network Technician, Network Administrator, CISCO. (2/Degrees/Certificates, 4/Workforce Preparation).

11. **Institutionalize Student Services at SRVC:** Improves student services/instructional support by increasing information/advice to students. (2/Degrees/Certificates)

12. **Workforce Development Services:** Establishes office to strengthen and coordinate with business needs. (2/Degrees/Certificates, 4/Workforce Preparation)

PFE Programs (continued)

Los Medanos College

1. **Brentwood Center Certificated and Classified Support Staff:** Integrated communication and administrative support system. (1/Transfer, 2/Degrees/Certificates, 3/Course Completion, 4/Workforce Development)

2. **Institutionalization Proposal:** Establishes Writing/Reading Center and Developmental Counseling Program. (1/Transfer, 2/Degrees/Certificates, 3/Course Completion, 5/Basic Skills)

3. **Honors Transfer Program:** Creates Honors Transfer Curriculum and Partnerships with Transfer Institutions. (1/Transfer, 2/Degrees/Certificates)

4. **PACE Coordination and Enhancement:** (1/Transfer, 2/Degrees/Certificates, 3/Course Completion)

5. **Ongoing Permanent Staff and Outreach Office:** Strengthens articulation efforts between K-12 and District. (2/Degrees/Certificates, 3/Course Completion, 4/Workforce)

6. **E-Commerce:** Establishes curriculum and business partnerships, develops e-Commerce incubator with Art, Computer Science, and Business departments. (1/Transfer, 2/Degrees/Certificates, 3/Course Completion, 4/Workforce Preparation)

7. **Transfer Center Improvement:** Redesigns Transfer Center to provide more extensive, integrated, responsive, and effective services. (1/Transfer)

8. **Increased Laboratory Offerings at the Brentwood Site:** Increases course offering and lab work required by nursing and transfer standards. (1/Transfer, 2/Degrees/Certificates, 3/Course Completion, 4/Workforce Preparation)

* Numbers/names in parentheses refer to PFE goals addressed by the project.

APPENDIX C

List of Bay 10 and Multi-College Districts

Bay 10 Districts

CHABOT-LAS POSITAS	(Chabot, Las Positas)
CONTRA COSTA	(Contra Costa, Diablo Valley, Los Medanos)
FOOTHILL-DE ANZA	(De Anza, Foothill)
FREMONT-NEWARK	(Ohlone)
MARIN	(Marin, Marin CED)
PERALTA	(Alameda, Laney, Merritt, Vista)
SAN FRANCISCO	(San Francisco City)
SAN JOSE-EVERGREEN	(Evergreen Valley, San Jose City)
SAN MATEO	(Canada, San Mateo, Skyline)
WEST VALLEY-MISSION	(Mission, West Valley)

Multi-College* Districts Statewide

CHABOT-LAS POSITAS	(Chabot, Las Positas)
COAST	(Coastline, Golden West, Orange Coast)
CONTRA COSTA	(Contra Costa, Diablo Valley, Los Medanos)
FOOTHILL-DE ANZA	(De Anza, Foothill)
GROSSMONT-CUYAMACA	(Cuyamaca, Grossmont)
KERN	(Bakersfield, Cerro Coso, Porterville)
LOS RIOS	(American River, Cosumnes River, Sacramento City)
MARIN	(Marin, Marin CED)
NORTH ORANGE	(Cypress, Fullerton, North Orange Adult)
PERALTA	(Alameda, Laney, Merritt, Vista)
RANCHO SANTIAGO	(Rancho Santiago CED, Santa Ana)
SAN BERNARDINO	(Crafton Hills, San Bernardino)
SAN DIEGO	(San Diego Adult, San Diego City, Mesa, Miramar)
SAN JOSE-EVERGREEN	(Evergreen Valley, San Jose City)
SAN MATEO	(Canada, San Mateo, Skyline)
SANTA BARBARA	(Santa Barbara CED, Santa Barbara City)
SOUTH ORANGE	(Irvine Valley, Saddleback)
STATE CENTER	(Fresno City, Kings River)
VENTURA	(Moorpark, Oxnard, Ventura)
WEST VALLEY-MISSION	(Mission, West Valley)
YOSEMITE	(Columbia, Modesto)

* Los Angeles which has nine colleges has been excluded from the Multi-College analysis.

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